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APR 18

OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS &amp; SCIENCES

Date Submitted: 4/15/2016

1b. Department/Division: History

1c. Contact Person

Name: Erik Myrup

Email: erik.myrup@uky.edu

Phone: 859-257-3483

Responsible Faculty ID (if different from Contact)

Name: Stephen Davis

Email: srda227@g.uky.edu

Phone: 3526423497

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Global Dynamics

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HIS 100

2c. Full Title: Introduction to African Studies

2d. Transcript Title: Introduction to African Studies

2e. Cross-listing: AAS 100

2f. Meeting Patterns

LECTURE: 16

DISCUSSION: 16

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides a basic overview of African histories, cultures and societies

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The cross disciplinary nature of the course will serve students in anthropology, history, political science and sociology, and African American and Africana Studies.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|HIS 100 NEW Dept Review|20140610

SIGNATURE|ACSI222|Anna C Harmon|HIS 100 NEW College Review|20150407

SIGNATURE|JALLISO|Jonathan M Allison|HIS 100 NEW UKCEC Expert Review|20150821

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 100 NEW UKCEC Review|20160418

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 100 NEW Undergrad Council Review|20160418

SIGNATURE|TMUTE2|Tad Mutersbaugh|HIS 100 NEW UKCEC Expert Review|20160418

### New Course Form

https://myuk.uky.edu/sap/bc/soap/fc?services=

Open in full window to print or save

Generate F

**Attachments:**

	ID	Attachment
Delete	3896	HIS_100 Intro to African Studies - Global Dynamics
Delete	6660	HIS_100IntroToAfricanStudiesSyllabusFinalVersionNo

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>

e.

Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity       Composition & Communications - II  
 Inquiry - Humanities       Quantitative Foundations  
 Inquiry - Nat/Math/Phys Sci       Statistical Inferential Reasoning  
 Inquiry - Social Sciences       U.S. Citizenship, Community, Diversity  
 Composition & Communications - I       Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input checked="" type="checkbox"/> 16 Lecture	<input type="checkbox"/> Laboratory <sup>4</sup>	<input type="checkbox"/> Recitation	<input checked="" type="checkbox"/> 16 Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:

Letter (A, B, C, etc.)  
 Pass/Fail  
 Medicine Numeric Grade (Non-medical students will receive a letter grade)  
 Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This course provides a basic overview of African histories, cultures and societies

## k. Prerequisites, if any:

None

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 40

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

The cross disciplinary nature of the course will serve students in anthropology, history, political science and sociology, and African American and Africana Studies.

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes  No

If YES<sup>5</sup>, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>5</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>6</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

- Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09

**Course Review Form  
Global Dynamics**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** Introduction to African Studies

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Readings, Lectures and Discussions: September 6th - September 15th

Brief Description:

The first half of the course describes the importance of kinship, family and lineage in most African societies, shows how African states developed in accordance with and opposition to these early social structures, and how religious encounters added new dimensions to social organization in precolonial Africa. A grasp of these early developments in African history provides the basis for examining contemporary issues in greater detail.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Readings, Lectures, and Discussions: November 3<sup>rd</sup>, November 8<sup>th</sup>, November 15th

Brief Description:

These lectures deal with issues of race and ethnicity in post-colonial Rwanda and apartheid South Africa. We will be discussing the origins of discrimination and racial and ethnic identity in both countries over the course of several classes. One class, November 8<sup>th</sup> will be devoted to a discussion of Philip Gourevitch's "We Wish To Inform You That We Will Be Killed By Our Families: Stories From Rwanda. This will give students the basic historical context of the Rwandan Genocide, from which we will then view the film "Hotel Rwanda". Class discussions will focus most closely around issues of the development and effects of various forms of racial ideology, issues of post-genocide justice for victims, a critical review of Truth Commissions in both Rwanda and South Africa, and a discussion of resistance, complicity and forgiveness by examining the lives of Paul Rusesabagina and Nelson Mandela.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Readings, Lectures and Discussions, 1-15 to 1-31

Brief Description:

We will be discussing the promise and pitfalls of development in post-colonial Africa at two different points in the semester. Students will first be asked to analyze the challenges faced by African countries after independence, as post-colonial governments engaged in a variety of developmental policies that

profoundly shaped the way citizens related to the state. We will return to many of these same themes later in the semester, when readings and lectures describe the present state of affairs in many African countries. This class will allow students to use their accumulated knowledge of the continent to both gauge progress in many different areas and to suggest informed solutions to continuing challenges.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

Readings, Lectures and Discussions: 2-5 to 3-19

Brief Description:

I have included material on the slave trade, colonization and decolonization, to demonstrate the historical processes and events that led to the marginalization of Africa. In order to explain the present condition of the continent, and the uneven relationship between Africa and the rest of the world, I assigned readings that demonstrate how relations between Africa and the West evolved over time, and in response to other developments in world history. Since the slave trade, colonization and decolonization are the major factors determining this present subordinate status, it is important for students to have a grasp of how those events contributed to present-day circumstances.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Readings Lecture Discussions: 4-23

Brief Description:

We will be reading and discussing Peter Alegi's "African Soccerescapes: How a Continent Changed The World's Game". Alegi provides a detailed history of how soccer came to the continent, how and why Africans enthusiastically embraced the game, how African players changed the way the game was played both on the continent and in the rest of the world. Typically Africa is thought of as an isolated backwater, that receives cultural practices from the West, but does not contribute or redefine them. Sport is a particularly engaging topic for most students, and Alegi's book provides the basis for a lively discussion of how African agency and initiative has dramatically transformed everyday cultural practices in the West.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

Readings, Lectures, Discussions: 4-9 to 4-11

Brief description:



Primary source material assigned periodically throughout the semester will encourage students to actively learn about and gain an understanding of civic engagement and social, cultural and institutional change. Our classes on apartheid South Africa will feature a critical analysis and discussion of the Freedom Charter, a seminal statement of the anti-apartheid movement's vision for a non-racial democratic South Africa. We will compare this document to apartheid era constitution, as well as other bureaucratic instruments of racial oppression. This discussion will be followed up by a viewing of the film Amandla, which documents the history of the anti-apartheid struggle within South Africa. This film will provide students with a window into the actual struggles faced by civic activists engaged in the anti-apartheid movement, and serve as the basis for further comparisons of the assigned primary source documents.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:  
"Country Report" Described in "Assignments" section

Brief description:

At the beginning of the course each student will select an African country, follow that country in its local press, and then write a research paper on a topic of their choice, drawn from those covered in the course (i.e. racial and ethnic identity, urbanization, family and kinship, decolonization, development, health and disease, etc.). After researching this topic using library resources presented during our visit, students will write a 4-6 page research paper describing how this topic has played itself out in their particular country. All papers must place their respective country into the historical contexts described during the course, i.e. no discussion of HIV-AIDS in Botswana can be complete without a discussion of colonial public health policies and the impact of disease on kinship and family obligation, etc

The non-US focus constitutes at least 50% of the course.

Brief Description:

Given that this is an introduction to African studies, the non-US focus constitutes 100% of the course.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:  
2-12

Brief description:

I have arranged a visit to the library. We will be attending a training session conducted by a special collections librarian who will introduce Africa-related library resources.

Reviewer Comments:

AAS/HIS 100  
Introduction to African Studies

Meeting Days/Times: TBA

**Instructor:** Dr. Stephen Davis  
**Office Address:** POT 1749  
**Email:** srda227@g.uky.edu  
**Office Phone:** (859) 257-6861

**Office Hours:** Monday and Wednesday  
2 to 3:30 PM

**Course Description:**

*This course provides a basic overview of African histories, cultures and societies.*

The history of Africa is most often portrayed as one long road ending in debt, disease, and destruction. These present outcomes are explained as a function of three stereotypes of African people, that they are either prisoners of a malformed body politic in need of external intervention, helpless victims incapable of actively shaping their world, or irredeemably violent savages locked in ancient hatreds. It is bad enough that these stereotypes are used to explain the present, but they are also projected onto the past. The result is a past that could only end in one way, and that the inevitability of this outcome was the product of the innate characteristics of Africans themselves. A careful reading of African history overturns nearly all of these assumptions. But if these easy answers are to be discarded, what, then, accounts for current conditions on the continent? Are the problems facing Africa the product of history or culture? And how far back into the past do we need to look in order to understand the origins of the present?

The purpose of this course is to think around these conceptual dilemmas by examining the major social, political and economic transformations that have occurred in Africa since the colonial period. The class is organized into three parts. The first third of the class is an overview of general terms used to describe African societies, a description of patterns of belief, and a survey of the climate and geography of the continent. The second third is an overview of major historical transformations that shaped the continent. We will move quickly from the pre-colonial period, to a sketch of the colonial experience, and end with a description of events and process in the post-colonial period. The last third of the course will be devoted to exploring the contemporary landscape of Africa using the cultural and historical insights gained from our earlier readings and lectures. The goal of this course is to equip students with the knowledge and skills they need to critically evaluate the relationship between contemporary Africa and its recent past.

This course is designed to be an introduction to African studies. You will acquire a competency in many of the conceptual and theoretical concerns of African studies. This competency will come from a diverse body of sources. We will be reading a journalistic account of genocide, a history of soccer, and the memoir of a child soldier. In addition, we will be viewing several films during class. You will be evaluated on your ability to synthesize this disparate material in your writing and comments in class.

**Prerequisites:**  
none

**Student Learning Outcomes:**

- Acquire a broad and integrated knowledge of the most significant topics in the field of African Studies.
- Critically evaluate the origins and effects of inherited ideas about Africa.
- Formulate cogent arguments based on extensive research in primary sources and secondary literature.
- Explain the place of Africa within a number of broader developments in world history

### **Course goals or objectives:**

See Student Learning Outcomes

### **Required Materials:**

Paul Bohannon and Philip Curtain, *Africa and Africans* (1995)

Peter Alegi, *African Soccerescapes: How a Continent Changed The World's Game* (2010)

Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed By Our Families: Stories From Rwanda*(1999)

Ishmael Beah, *A Long Way Gone* (2008)

### **Description of Course Activities and Assignments**

**The class will be half lectures and half discussion. You will be required to complete two kinds of assignments; three book reviews and one country report.**

### **Course Grades**

Grades for individual assignments and for the course as a whole will be based on a letter scale with the following numerical equivalents: A (Excellent: 90-100%), B (Good: 80-89%), C (Satisfactory: 70-79%), D (Passing: 60-69%), and E (Fail: 59% and below).

Final course grades will be based upon each element of the course as follows:

- Class Participation 5%
- Reading Quizzes 10%
- Book Reviews 15%
- Country Report 20%
- Midterm 25%
- Final 25%

### **Summary Description of Course Assignments**

*Book Review* - Throughout the course you will read four books, one memoir, one novel, a monograph and a piece of investigative journalism. You may pick any three of these four books and write a 3-page double-spaced book review. Though you are not required to notify me in advance of which book you will review, you **MUST** turn in your book review at the beginning of the class in which we discuss that book. The book review should follow the following format. On Page 1 you should summarize the book. On Page 2 you should explain how the book helps you better understand one of the topics discussed in this course. On Page 3 you should offer your critique of the text. Late reviews will **NOT** be accepted without prior permission from instructor unless you have an excused absence. If you are unhappy with the grade you receive on a book review, you are welcome to review another

book on the syllabus and take the higher of the two grades. The rules for this second book review are identical to the first.

*Country Report* - At the beginning of the course each student will either select an African country to follow in the press and research at the library. You must select a substantive topic covered in this course and write a 4 to 6 page double-spaced paper explaining how this topic has played itself out in your country. This paper is due on December 15th. By the end of week three it is highly recommended that you submit a paragraph-length abstract of your project so that I can make suggestions prior to your final submission. Late Reports will NOT be accepted without prior permission from instructor unless you have an excused absence.

*Reading Quizzes*--Reading quizzes will be administered periodically during the second half of the semester. You cannot make up reading quizzes. If you are absent the day of the quiz, and do not present a valid excuse you will receive a zero for the quiz. There are no exceptions to this rule. Your reading quizzes will count for 10% of your final grade

*Class Participation*--Class participation is determined by your record of attendance and the number and quality of comments and questions raised in class.

*Submission Policy*--All assignments must be turned in on or before the assigned deadline. The only exception to this policy are excused absences, in which case the assignment is due one week following the excused absence. Quizzes and exams may be made up at a later date in the event of an excused absence. I will not accept assignments after the deadline from students with unexcused absences.

## **Final Exam Information**

To be determined by the Registrar at a later date.

## **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## **Course Policies:**

### **Submission of Assignments:**

I do not accept any late assignments without an excused absence. If you do not hand in an assignment at the exact time and date it is due you will receive a failing grade for that assignment.

### **Attendance Policy:**

Throughout any given semester, illness and emergencies sometimes preclude students from attending class. However, there are specific rules that dictate whether these absences are excused. Specifically, students are entitled to an excused absence for the following reasons:

serious illness;  
illness or death of family member;

University-related trips;  
major religious holidays;

I may excuse an absence for any another reason if I believe it is a reasonable cause for non-attendance. For a complete copy of the University Senate Rule on Excused Absences see S.R. 5.2.4.2.

**Excused Absences (boilerplate)**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

**Verification of Absences (boilerplate):**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity (boilerplate):**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations due to disability (boilerplate)**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in

the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### **Classroom Behavior Policies (optional)**

All cellphones must be turned off. I will expel you from class if you are engaging in any disruptive behavior, including, but not limited to, surfing the internet, talking, texting, sleeping, counterproductive comments, working on assignments for other classes). You will be marked absent if I expel you from class for that day.

### **Other Policies (optional)**

None

## **Tentative Course Schedule**

### **Class Schedule**

#### **August 25th**

Introductory Remarks

#### **August 30<sup>th</sup> Myths and Facts**

Curtis Keim, *Mistaking Africa: Curiosities of the American Mind*, "Chapter 8: Africans Live In Tribes Don't They?" 113-128 (Blackboard)

Bohannon and Curtain, "Chapter 1: Myths and Facts" 5-16

#### **September 1<sup>st</sup> Geography and Climate**

Bohannon and Curtain, "Chapter 2: The African Continent" 17-32

Bohannon and Curtain, "Chapter 3: Mapping Africa" 33-48

#### **September 6<sup>th</sup> Film - Basil Davidson "Mastering a Continent"**

Bohannon and Curtain, "Chapter 10: The Peopling of Africa" 129-138

Bohannon and Curtain, "Chapter 11: Farms and Iron" 139-150

#### **September 8<sup>th</sup> Family, Kinship, and Lineage**

Bohannon and Curtain, "Chapter 5: African Families" 63-76

#### **September 13<sup>th</sup> State Formation in Precolonial Africa**

Bohannan and Curtain, "Chapter 7: African Politics and Courts" 87-100

Bohannan and Curtain "Chapter 13: The End of Isolation" 166-178

**September 15<sup>th</sup> Religious Encounters: Christianity, Islam and Local Religious Practices**

Bohannan and Curtain, "Chapter 9: African Religion," 115-128

Bohannan and Curtain, "Chapter 16: Commerce and Islam: The Dual Revolution in West Africa," 205-216

**September 20<sup>th</sup> Slavery, Abolition and Legitimate Commerce**

Bohannan and Curtain, "Chapter 14: The Era of the Slave Trade" 179-190

**September 22<sup>nd</sup> Conquest, Partition and Early Colonialism**

Bohannan and Curtain, "Chapter 17: Forms and Conditions of Conquest" 217-228

**September 27<sup>th</sup> Library Visit**

**September 29<sup>th</sup> Colonial Administration**

Bohannan and Curtain, "Chapter 18: The Colonial Era" 229-238

**October 4<sup>th</sup> Colonial Societies**

Film: Basil Davidson, Africa; A Voyage of Discovery, "Episode 7: The Rise of Nationalism".

Bohannan and Curtain, "Chapter 19: Toward Independence"

**October 6<sup>th</sup> Colonial Economics**

**October 11<sup>th</sup> WWII, The Great Depression and Nationalism**

Begin Reading Gourevitch

**October 13<sup>th</sup> Midterm Review**

Continue Reading Gourevitch

**October 18<sup>th</sup> Midterm Exam**

Mid-Term Exam

**Film: Lumumba**



**October 20th Research Day**

No Assigned Readings, Research Assignment

**October 25<sup>th</sup> Decolonization in the Belgian Congo**

Kevin Shillington, *The Congo Free State, selections*

*Adam Hochschild, King Leopold's Ghost, selections*

**October 27<sup>th</sup> Lumumba**

Bill Freund, *The Congo Crisis, selections*

Derek Wilson, *A History of South and Central Africa "Chapter 20: Independence (I) The Congo" 272-289*

Continue Reading Gourevitch

**November 1<sup>st</sup> Post-Colonial Developmentalism: Hope and Disappointment**

Bohannon and Curtin, "Chapter 20: Africa Since Independence" 254-269

Bill Freund, *The Making of Contemporary Africa, "Chapter 10: Tropical Africa 1960-1980, Class State and the Problem of Development" 204-219*

Continue Reading Gourevitch

**November 3<sup>rd</sup> Gourevitch Discussion**

Finish Gourevitch

**November 8<sup>th</sup> Genocide**

Film: *Hotel Rwanda*

**November 10<sup>th</sup> Urbanization**

Andreas Eckert, *Themes in West Africa's History, "Chapter 10: Urbanization in Colonial and Post-Colonial West Africa" 208-224 (Blackboard)*

Trevor Huddleston, "Sophiatown" 37-52 (Blackboard)

**November 15<sup>th</sup> Apartheid and Non-Racialism**

John Iliffe, "Industrialization and Race in South Africa, 1886-1994" 273-287

The Freedom Charter (1955)

**November 17<sup>th</sup> Amandla**

Deegan, "Chapter 7: Coming to Terms with the Past: The Truth and Reconciliation Commission" 136-164

**Begin Beah**

**November 22<sup>nd</sup> Health and Wealth/Disease and Famine**

Meredeth Turshen, African Women South of the Sahara, "Chapter 13: African Women and Health Issues" 239-249

Suzanne Leclerc-Madlala, "Virginity Testing: Managing Sexuality in a Maturing HIV/AIDS Epidemic" In *Medical Anthropology Quarterly* 15, 4 (2001)

Continue Reading Beah

**November 24<sup>th</sup> Popular Culture and Artistic Responses**

Bohannon and Curtain, "Chapter 4: African Arts" 49-62

Continue Reading Beah

**November 29<sup>th</sup> Discussion of Beah**

Finish Beah

**December 1<sup>st</sup> Refugees and Survival**

Crisp, Jeff. "Africa's Refugees: Patterns Problems and Policy Challenges" *Journal of Contemporary African Studies*, Vol. 18, No.2 (2000)

Begin Reading Alegi

**December 6<sup>th</sup> Film: Sierra Leone's Refugee All-Stars**

Continue Reading Alegi

**December 8<sup>th</sup> Discussion of Alegi**

Finish Alegi

**December 13<sup>th</sup> The Way Forward**

Curtis Keim, Mistaking Africa, "Chapter 6: We Should Help Them" 83-102

Frederick Cooper, Africa Since 1940, "Chapter 8: Africa at Century's Turn: South Africa, Rwanda and Beyond" 191-204

**December 15<sup>th</sup> Final Exam and Final Papers**

Final Papers Due

Final Exam

**Other Information (optional)**

None.

## APPENDIX

### Bloom's Taxonomy of Cognitive Learning

As instructors, we should strive to push students from Knowledge to Synthesis and Evaluation. It is not enough for students to demonstrate Knowledge or Comprehension. They should also be able to demonstrate that they can use this knowledge in higher order thinking and problem solving.

As you construct Student Learning Outcomes, think about the active verbs you are using. What do you expect your students to be able to do? Do you want them to be able to **list** or **describe** some facts? Or do you want them to be able to **design** an experiment or critically **analyze** data and make a **recommendation** utilizing those facts?

Competence	Skills Demonstrated and Action Verbs for Learning Outcomes
Knowledge	<p><b>Skills:</b> observation and recall of information; knowledge of dates, events, places; knowledge of major ideas; mastery of subject matter</p> <p><b>Action Verbs:</b> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc...</p>
Comprehension	<p><b>Skills:</b> understanding information; grasp meaning; translate knowledge into new context; interpret facts, compare, contrast; order, group, infer causes; predict consequences</p> <p><b>Action Verbs:</b> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
Application	<p><b>Skills:</b> use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge</p> <p><b>Action Verbs:</b> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>
Analysis	<p><b>Skills:</b> seeing patterns; organization of parts; recognition of hidden meanings; identification of components</p> <p><b>Action Verbs:</b> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
Synthesis	<p><b>Skills:</b> use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict, draw conclusions</p> <p><b>Action Verbs:</b> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
Evaluation	<p><b>Skills:</b> compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned argument; verify value of evidence; recognize subjectivity</p>

	<b>Action Verbs:</b> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
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Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.